NEGOTIATION WITH PARENTS: THE PRACTICAL STUFF

AMC/GAL TRAINING
DAY 5
SHARON WICKS DORNFELD

Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1							
2							
3							
4		,					
5							
6							
7							
8							

	NEEDS OF CHILD	EEDS OF CHILDREN OF DIVORCE THROUGH DEVELOPMENT									
Age	Developmental Task	Characteristics of the Stage	Signs of Stress	Child Needs							
Infants (Birth to 6 months)	To establish basic trust that basic needs will be satisfied.	Child is totally dependent upon parents and has no concept of will being different from others. Child cress only to get needs satisfied. Cannot purposefully disobey or willfully misbelaue. Monthly happy or mostly squet most of the tene.	Excessive crystg. Earing and/or olseping problems.	Consistent response to needs, consistent schedule and lots of holding and hugging.							
Infants 6 -18 months old	To establish as attachment bond with parents.	At around 6-9 months, child normally shows superation assistly and stranger anxiety (which are healthy signs of attachment). Child may show distress in learning primary care prore to go with any other person (INCLUDING the other loving purent)	Crying, clinging, fear of being away from parent.	Consistency of schedule. Important not to separate inflare from significant person for lengthy periods of time or to FORCE separations even for short periods of time.							
Toddlers (18 months - 3 years old)	To develop a sense of independence, autonomy, and sense of self as separate from parents.	Child "test the limits" constantly in true "termble twos" fashion. It is normal so be non-compliant, uncooperative and self-content. Tests out personal power and separateness.	Irritability and anxiety. Excessive fears and womes. Regression to earlier behaviors. Fear of separation, clinginess and asking for absent parent.	Profestable and safe environment Clearly defined and enforced limits (which help child feel safe and secure"). Firm, fair and consistent parenting. Very consistent and predictable schedule.							
Pre-Schoolers (3-6 years old)	To learn to take initiative, control inpulses, internot and play cooperatively with peers and hegin socialization.	The faces is on social roles and on somesking abilit behaviors. The stage of supfaturers, sowmed monetors, visid fortuness, and magain falsing ("I'll thinks it, it will happen"), which overess much unitity. Acute associative to promoted combine and parents' moved and feetings. Fore perspective is very and feetings. Fore perspective is well as a support of the and, when appropriate, child beaufits by frequent contact (by places or in person) with other names.	Excessive fears and anxieties including fear of squarties and displacement flowers and fire adult accesses (excluding diverse). Shows regressive behaviors or given behaviors or given to the control of	Resourance with high and holding, and with worth like "I love you", "You'll be OK.", "You Flasher Mother and I will make nore things are OK. for you." Constourn and predictable routine, with some advanced notice and explanations for my changes in routine.							

	VISITATIO	N OUTLINE					
PRIMARY DEVELOPMENTAL TASKS	ACCESS NEEDS	COMMON MISTAKES	VISITATION THAT MAY WORK				
Age: Birth	to 2 1/2 years	Birth to 2 1/2 years					
Develop trust; Attachment to care givers; Dependency needs met.	Frequent, dependable contact; Daily schedule consistency (meals, sleeping); Frequent but short contact with non-custedul parent; Day-care sarre.	Alternating days, weeks or menths; Every other weekend only; No familiar bod; Long periods away from primary caregiver(s) and home.	1) Day with one parent and night with the other; 2) One day twice a week; 3) Nights at one home with several hours 3 to 4 times per week with other parent; 4) Usually not overnight.				
Age: 2 % ye	ars to 5 years	2 ½ years to 5 years					
	1) Very reliable and frequent contact with both parents: 2) Very reliable day care; 3) Farents not conflicting with each other; 4) Consistent schedule for child, years (girls)	Alternating days and weeks; Incensistent discipline between houses; Olifferent day case: Every other weekend; Incensistency in duity schedule.					
6 to 12-14	years (boys)	6 to 12-14 year	s (beys)				
Social skill development: Self-eatene nebatanement; Moral hydroxis insee development; Beglinning independence Ses role practice.	Presention of fair access ammagements. Secial stability and frequent reliable contact with both presents. Meet dependency, leveliness issues (missing other purent). Oconsistent discipline and rules; Consistent support of child's activities.	1) Long travel arrangements; 2) School year with one parter and summer with other if not significant cortical during school year or strong relationship; 3) Parters demonring other; 4) Calabiling or remarriage soon after divorce.	1) If relationships strong and hornor similar: a. Weekdops/weekends b. 2 or 3 overnights/week c. Each parent 2 consociative days flood, alternat 3 day weekend; 2) If nee: a. Alternate weekends and alternate Weekendays; b. Up to 3 visits of 2 weeks each in sammer.				
Age: Up to	18 years	Up to 18 y	ears				
Completion of identity and self- confidence; Survive puberty; Attachment to peet and exploring intimacy; Emolismal self-discipline and self-sufficiency.	1) Perception of fair access arrangements. 2) Discipline consistency; 3) Similar roles in both homes; 4) Access to peers; 5) Parest (not child) make decisions; 6) Child involved in own activities with both parents involved and supporting.	1) Feecing child to miss activities to be with other panent: 2) Letting child set the schedule; 3) Net respecting other parent or showing lack of suppore of other parent's discipline; 4) Parents contribiting sexual promiscusty (child will imfute)	Westdays/recolomis: Every other weckerd plus one weekely (if arranged around child's activities). Child resides in one house most of the time or clear control by crossistent and cooperating promis; I have ned July with non-residentia poents.				

								NE	SCH	PUBLI OOL CA 2009-2	LEND.		s						
Aug	ust			(2)	Sep	temb	er	19((20)	Oat	ober		22	(22)	Nov	embe	r	17	(18)
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Dec M	embe	r W	17 <u>T</u>	(17) <u>F</u>	Jan: <u>M</u>	uary T	W	19 <u>T</u>	(19) <u>F</u>	Feb M	ruar T	Ā Ā	18 <u>T</u>	(18) <u>F</u>	<u>Ма</u>		w	2 <u>T</u>	3 (23) <u>F</u>



"I'm sorry I'm late, Mrs. Mead. We're going through another divorce."

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunds
1		7.	Deal cliener	1	D'	1 5	Ď
2			Dad dinner				
3			Dad dinner		Ď	b	b
4			bad dinner				
5			Dad dinner		75	D	D
6			Out dinner				
7			Dad dinner		D	, p	D
8			Dad dinner				

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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3	M	М	ō	D	M	М	M
4	M	м	0	D	D	D	D
5	м	М	D	D	м	M	M
6	М	M	b .	D	D	D	D
7	M	M	D	D	M	M-	м
8	M	M	Ď	D	D	D	D



















